Fortitude School

PSHE Policy

Date of policy	September 2026
Next review date	July 2027
Frequency of policy review (annually, every two years)	Every year
Policy owner	Headteacher/SMSC Leader
List of connected policies	Curriculum Policy, SEND Policy, SMSC policy, Behaviour Policy

Introduction

Fortitude School ensures that all of our children receive a high quality Personal, Social, Health and Economic Education. We understand that this is our PSHE curriculums an vital and necessary part of all pupils' education, and despite it being a non-statutory subject, it is paramount that we provide our children with the skills and knowledge that they need throughout their time at Fortitude school and throughout their lives.

Aims & Objectives

The aims of this policy are to:

- To set out the expectations of PSHE within Fortitude School.
- To outline how PSHE will be delivered across our school.
- To ensure that all members of the school community understand how we support our children in becoming safe and valued members of society.

Intent – What we are trying to achieve?

- The intent at Fortitude School for PSHE education is to deliver a curriculum that provides pupils with the meaningful experiences, and their knowledge and skills in order to become good citizens in the future.
- It is our intent that all of our children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar and or new situations.
- Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members and members of our society and the global community.
- As a result of the Fortitude PSHE programme, our pupils will become healthy, independent and responsible members of a society who understand how they are developing personally and socially.
- It will develop our children's confidence to tackle many of the moral, social and cultural issues that are part of growing up in our modern society.
- Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- They will be helped to develop emotional intelligence and the ability to articulate their feelings in order to maintain good mental health as well as understanding the importance of their physical health and being healthy.
- Using a growth mindset strategy, the children will become resilient, flexible learners, knowledgeable for the future.

Implementation – How do we translate our vision into practice?

- As a school, we will use the statutory content within the National Curriculum and from other statutory guidance on: drug education, financial education, Relationships and Sex Education (RSE) and the importance of physical activity and diet for a healthy lifestyle.
- The planning for PSHE lessons is personalised and flexible to meet the needs of our children with SEND the three core themes of Programme of Study for PSHE education: health and wellbeing, relationships and living in the wider world.
- Content has been selected to ensure opportunities to explore the overarching concepts and to develop the essential skills and attributes set out in the Programme of Study, through a programme that is relevant and appropriate to the ethos of our school and the needs of our pupils.
- A spiral programme will revisit themes, gradually extending thinking, expanding knowledge and developing skills, rather than providing a series of 'one-off' topic.
- PSHE is taught either as individual sessions over a period of a half term or in blocks where appropriate so that we can best meet the children's needs. Discrete PSHE lessons enable us to achieve continuity, progression and meaningful assessment from using a cross-curricular approach.
- At appropriate times in the year, there are also themed days or weeks e.g. Anti-Bullying Week.
- Though our PSHE scheme of work, we have developed wider links to the community, to promote a cohesive vision to help our children to understand and value how they and others fit into and contribute to the world. Within this context, we provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- We have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach.
- We also promote mindfulness allowing children to advance their emotional awareness, concentration and focus.

- Our PSHE units are linked to safeguarding, the school values, British values, rights and responsibilities, and a growth mind-sets so that the children have depth and breadth within this area of the curriculum.
- Lessons involve class discussions and group activities
scheme. These lessons are based on the 'No Outsiders' approach.
- RSE is taught as part of broader PSHE education. This allows pupils to develop the necessary skills,
- each class has a worry monster, in which the children can share any concerns, whether they arise from lessons or from something or somewhere else.

Teaching and learning

At Fortitude School, we use a range of adaptive teaching and learning methods with an emphasis on active learning by including our children in discussions, investigations and problem solving activities. PSHE will be taught in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to
the subject:

- There will be a regular specific curriculum session, in order to develop themes and share ideas e.g. circle/share time. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation. Through circle time, pupils are also encouraged to
participate in discussion to resolve conflicts or set agreed classroom rules or behaviour.
- Much of the curriculum is delivered through oral and practical activities.
- Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- We encourage our children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves.
- We offer children the opportunity to hear visiting speakers, such as fire fighters police, and representatives from local churches, whom we invite into the school to talk about their role in creating a positive and supportive community.
- At playtimes and lunch-times opportunities exist for playing co-operatively using play equipment organised by our staff.
- Throughout the PSHE and citizenship curriculum, children will have opportunities to explore issues connected with living in a multi-cultural society.
- Our Celebration Assembly celebrates personal achievement and rewards
thoughtful, caring behaviour.

Relationships and Sex Education (RSE)at Fortitude School

Our PSHE programme will be taught in age-appropriate ways that reflects our children's maturity. Content will cover concepts relating to:

- Healthy relationships, including friendships
- Families
- Growing and changing, including puberty and personal hygiene
- Keeping safe

- Sexual reproduction, including knowledge of the sexual organs, conception and birth

All RSE teaching takes place in a safe learning environment and is underpinned by our school ethos and values.

Developing Pupils' Cultural Capital
Cultural capital is the accumulation of knowledge, behaviours, and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, and the world of work.

At Fortitude School, we recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

At Fortitude School, we teach PSHE to all of our children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education for all of our children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to differing needs. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment and Recording
Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons against our PSHE Progression Skills and Knowledge grids. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.
We keep a record of children's skills in this subject, which we discuss with parents during Parents' Evenings and additional meetings/discussions that take place throughout the year. We report on PSHE to parents in the annual school
report.

Resources
PSHE resources are constantly being reviewed and evaluated to ensure that children are receiving the most up to date information that will assist staff in the delivering high quality PSHE sessions.

Impact – What impact do we want our PSHE curriculum to have on our pupils?

- our children will have a developed sense of self-worth by playing a positive role in contributing to school life and the wider community.
- our children will develop positive and healthy relationship with their peers both now and in the future.
- our children will understand the physical aspects involved in RSE at an age appropriate level.

• our children will have respect for themselves and others.
• our children will have positive body image.
Our Children will know how to keep themselves safe physically, mentally and technologically.
• Our children will understand and apply British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.
• Our children will understand how to make a positive contribution and become a responsible global citizen.

Monitoring and review
The Headteacher and subject Leader are responsible for monitoring the standards of children's work in PSHE and the quality of teaching through work samples and discussion with pupils. By doing this, they can evaluate strengths and weaknesses of the subject and indicate areas for further improvement.
The Subject Leader supports colleagues in their teaching of PSHE by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school.

At Fortitude School we have invested in the Jigsaw PHSE programme which is a highly regarded and a widely used scheme of work for teaching quality, exciting and stimulating PSHE (Personal, Social and Health Education) curriculum.

the Jigsaw PHSE programme ensures we are always using the most up to date teaching materials and that our teachers are well-supported. Our PSHE policy is informed by existing DfE guidance and is updated and reviewed regularly by our ?PD and SLT team and our safeguarding team to ensure we are meeting:

- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

About Jigsaw

Jigsaw is a comprehensive and completely original PSHE Education programme for the whole primary school from Year 1 right through to Year 6. Jigsaw has two aims for all children:
1. To build their capacity for learning
2. To equip them for life

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.
There is a Weekly Celebration that highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes.

Jigsaw is the mindful approach to PSHE. It brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

The programme of study is adapted to provide a relevant and age appropriate curriculum. Jigsaw is designed as a spiralling whole school approach, with all year groups working on the same theme (puzzle piece) at the same time.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle begins with an introductory whole school assembly and the specially composed original songs are introduced to reinforce the learning messages.

Each Puzzle has six Pieces (lessons) which are approximately 45 minutes each. Every lesson follows a set structure; Calm Me Time, Connection, Open mind, Tell Me or Show me, Let me learn, Help me reflect.

PSHE Jigsaw- Scheme of Work

Each Piece has two Learning Intentions: one is based on specific PSHE learning and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. Every Piece contributes to at least one of these aspects of children's development.

Mindfulness is at the heart of the Jigsaw scheme and each session starts with a mindfulness activity promoting focus and concentration to ensure children are ready for learning.

The Jigsaw Charter encourages positive behaviours for learning and respect for others.

Each year group has a specific Jigsaw piece who helps, during discussions, with the expectations of the Charter.

During the year we supplement the scheme with cross curricular activities making sure that children learn about how to keep safe:

1. Safety around Fireworks,

2. Road Safety, Safety in the home,
3. Sun Safety,
4. On-line Safety,
5. Water safety etc.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change